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| 1. **Summary information** | | | | | | | | | | | | | | |
| **School** | | | | | The Bramble Academy | | | | | | | | | |
| **Academic Year** | | | | | 2020-2021 | **Total COVID CUP budget** | | £12,400 | |  | | | | |
| **Total number of pupils** | | | | | 155 | **Number of pupils eligible for COVID CUP** | | 155 | | **Date for next internal review of this strategy** | | | | December 2020 |
| 1. **Key Stage Target Indicators** | | | | | | | | | | | | | | |
| KS2 Outcomes 2020 | | | | | | | | | 53.33% Combined | | | | | |
| KS1 Outcomes 2020 | | | | | | | | | 55% Combined | | | | | |
| 1. **Barriers to future attainment (for COVID CUP)** | | | | | | | | | | | | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor literacy skills)* | | | | | | | | | | | | | | |
|  | | Ensuring that all students are able to read in line with their chronoligical age and access texts required for each subject area. | | | | | | | | | | | | |
|  | | Ensuring targeted academic support which addresses gaps in learning and is supported by remote learning opportunities. | | | | | | | | | | | | |
| 1. **Intended outcomes** *(specific outcomes and how they will be measured)* | | | | | | | | | | | Success criteria | | | |
|  | Improved reading levels for children. | | | | | | | | | | * Children achieve age related expectations for reading. * Gaps in learning closed and children can access required texts. | | | |
|  | Improved academic progress for children. | | | | | | | | | | * Targeted groups of children achieve staged targets, * Assessments show that initial gaps in learning have been addressed. | | | |
| 1. **Planned expenditure** | | | | | | | | | | | | | | |
| **Academic year** | | | | 2020-2021 | | | | | | | | | | |
| The three headings enable you to demonstrate how you are using the COVID Catch-up to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | | | | | | | | | |
| 1. **Closing the Achievement Gap** | | | | | | | | | | | | | | |
| **Action** | | | **Intended outcome** | | | | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | | | **Staff lead** | **When will you review implementation?** | |
| Introduce the Lexia reading intervention programme | | | All children have access to the Lexia intervention programme both in at home and in school.  All children reach ARE expectations for reading by the end of each KS. | | | | Lexia’s ongoing commitment to peer-reviewed efficacy research and gold-standard outcome studies lead the industry and are at the centre of pedagogical approach. All of Lexia’s products are designed according to the latest scientific findings in education and interface designs and are tested for outcomes in schools.  Due to its broad scope and sequence of activities, Lexia provides ONE personalised solution for primary-age pupils in:   * Phonological Awareness * Phonics * Fluency * **Vocabulary** * **Comprehension (foundational to advanced KS2+)** * **Spelling Rules** | | Training will be provided to a member of SLT so that effective QA and programme implementation can be monitored, along with 2 experienced TA’s who will lead the programme with children.  Ongoing programme monitoring will ensure that this targeted intervention is successful and provides VfM.  Targeted time in an afternoon will be used for intervention groups to use the programme supported by a trained TA. | | | Principal | December 2020 and at the end of each half term. | |
| Online 1:1 and small group lessons on targeted gaps in learning. | | | More chidren achieve ARE and academy KPI’s met. | | | | EEF evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average. | | On going programme monitoring.  Intervention children based on the latest latest tracking information.  Online learning platform QA’d at regular intervals. | | | Deputy Head | At each tracking window. | |
| **Total budgeted cost** | | | | | | | | | | | | | £12,400 | |